



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium for the academic year 2023-2024) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wexham Court Primary School
Number of pupils in school	673
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Navroop Mehat
Pupil Premium Lead	Heather Harris
Governor / Trustee Lead	Sim Ahluwalia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,160
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,780

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Increase the number of pupils achieving the expected standards in reading, writing and maths.
- Increase the number of pupils achieving above the expected standards in reading, writing and maths
- Pupils are fluent readers with books they enjoy reading.
- Pupils are articulate and confident speakers in a range of spaces.
- Pupils experience leadership, responsibility and roles within their school life.
- Pupils have strategies and strong routines to manage and regulate emotions, including anxiety.
- Pupils are able to organise and manage themselves effectively in school.
- Pupils regularly experience success.
- Pupils remember and can use a wider range of vocabulary from across the curriculum.
- Pupils have a school mentor they can approach.
- Pupils leave Wexham Court being able to play an instrument.
- Pupils leave Wexham Court being able to participate in a sport.
- Improve attendance to above 96%.
- Pupils are motivated in lessons to participate and progress their learning.
- Pupils believe they can achieve anything they put their mind to because they know how; and self-esteem is high.

What does the research say about effective use of the pupil premium?

Student centered leadership, Robinson (2011):

- Leading teacher learning and development has the greatest impact on pupil attainment.

[The attainment gap report](#), Education Endowment Foundation (2018):

- Early Years' education has huge promise in preventing the attainment gap from becoming entrenched.
- What happens in the classroom makes the biggest difference.
- Small group / 1:1 intervention has the potential for the largest immediate impact on attainment.
- Transitions between phases are a risk point for vulnerable Pupils.
- LSAs can be deployed more effectively.
- Implementation is as important as content.
- Catching up is difficult – we should aim to get it right the first-time round.
- Sharing best practice between schools and building capacity is essential to closing the gap.

[Supporting the attainment of disadvantaged pupils](#), Department for Education, 2015:

- Create a whole school ethos of attainment for all.
- Address behaviour and attendance.
- Ensure high quality teaching for all.
- Meet individual learning needs.
- Deploy staff effectively.
- Respond to evidence, including data.
- Ensure clear, responsive leadership.

[The EEF guide to the pupil premium](#), Education Endowment Foundation, 2018:

- The report recommends schools take a tiered approach to Pupil Premium spending.
- Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.
- Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

[The teaching and learning toolkit](#), Education Endowment Foundation:

Highest impact strategies:

- Feedback.
- Metacognition and self-regulation.
- Reading comprehension strategies.
- Mastery learning.
- Collaborative learning.
- Early Years interventions.
- One to one interventions.
- Oral language interventions.

School priorities

- Senior leaders to ensure staff have a clear focus when strategies are in place.
- Teachers' subject knowledge development.
- Quality of teachers' instruction.
- Early language development.
- Early reading.
- Fluency in reading across all year groups.
- Mapping the key vocabulary for all subjects.
- Curriculum development and school wide strategies for teaching reading, writing and maths.
- Attendance review of systems to make them more robust and impactful.
- Specific and high-quality support for pupils with special educational needs.
- Raise awareness of pupil's backgrounds and barriers to learning with staff; including SLT.
- Spelling strategy in place across all year groups.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 (58%)	Specific difficulties in spelling / writing transcription
2 (55%)	Narrow vocabulary
3 (56%)	Low self-esteem / confidence
4 (60%)	Oracy / articulation
5 (49%)	Emotional wellbeing / mental health
6 (45%)	Memory / recall
7 (64%)	Limited life experiences
8 (51%)	Specific difficulties in maths
9 (55%)	Specific difficulties in phonics / reading fluency
10 (56%)	Organisational skills
11 (21%)	Parental engagement
12 (30%)	Poor attendance / health
13 (55%)	Low aspirations
14 (70%)	Financial hardship
15 (45%)	Relationships with peers / adults

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils have strategies and strong routines to manage and regulate emotions, including anxiety.	Pupil questionnaires, professional conversations and ELSA reports show that Pupils have good mental health, this could cover positive attitudes towards school, home, friends and themselves.
Pupils regularly experience success.	Work in books and discussions with teachers and Pupils shows that Pupils are experiencing success and have high self-confidence.

Pupils remember and can use a wider range of vocabulary from across the curriculum.	Reading assessments, discussions with Pupils and staff and work in books shows Pupils are using a wider vocabulary in the correct context.
Pupils are motivated in lessons to participate and progress their learning.	Teacher questionnaires, pupil questionnaires, professional conversations and learning walks show that Pupils are participating in lessons and eager to work on their next steps and put in the effort to correct and edit their work.
Improved attendance.	Attendance data shows an increase from 91.4% to 93%.
Increased number of pupils achieving above the expected standard in reading, writing and maths.	Statutory and school assessment data shows an increase in attainment across all three subjects.
Increase the number of Pupils attaining the expected standard in reading, writing and maths	Statutory and school assessment data shows an increase in attainment across all three subjects.
Pupils are fluent readers with books they enjoy reading.	Fluency data and professional conversations with teachers shows that Pupils are reading with prosody.
Pupils are articulate and confident speakers in a range of spaces.	Professional conversations with teachers show that Pupils are able to speak in class in a range of contexts as well in the wider school community.
Pupils experience leadership, responsibility and roles within their school life.	Data shows that a percentage of our prefects, eco warriors, schools councils, sport leaders and digital leaders are pupil premium Pupils.
Pupils are able to organise and manage themselves effectively in school.	Conversations with teachers show that Pupils are ready to learn with the correct equipment. They know the school routine and how to find resources around the classroom independently.
Pupils leave Wexham Court being able to play an instrument.	Data shows Pupils have participated in music lessons as a class but also taken up the opportunity to learn an instrument in private lessons. Conversations with Pupils show they are motivated to continue learning and have enjoyed the experience.
Pupils have a school mentor they can approach.	Conversations with Pupils show they are happy to come to school and feel there is a

	<p>trusted adult within the school they can talk to. Safeguarding records show we are picking up on issues early and putting support in place quickly.</p>
<p>Pupils leave Wexham Court being able to participate in a sport.</p>	<p>Data shows Pupils have participated in sports lessons as a class, but also taken up the opportunity to learn a sport in private lessons or during clubs. Conversations with Pupils show they are motivated to continue learning and have enjoyed the experience.</p>
<p>Pupils have positive and strong relationships with adults and peers.</p>	<p>Data shows that pupils find building relationships difficult. By this they mean, they do not always have time to talk to adults, getting to know them better. They sometimes find it hard to make new friends.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£136,005**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff focusing on curriculum knowledge and implementation across all subjects. This will cover topics such as formative assessment strategies, science of learning and long-term memory and scaffolding.	The teaching and learning toolkit , Education Endowment Foundation Highest impact strategies: <ul style="list-style-type: none"> • Feedback • Metacognition and self-regulation • Reading comprehension strategies • Mastery learning • Collaborative learning 	1, 2, 3, 4, 5, 6, 8, 9, 12
Middle leadership development programme. This will cover training for topics such as leadership skills and building culture and Relationships.	The attainment gap report , Education Endowment Foundation (2018): Implementation is as important as content.	15
Robust ECT induction using the Early Career Framework.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	1, 2, 3, 4, 5, 6, 8, 9, 15
Development of Maths strategy.	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 4, 6, 8, 12
Implementation of writing and reading strategy.	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 2, 3, 4, 6, 9,
Use of accelerated reader, MyOn and STAR assessments, no more marking and phonics subscription.	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 8, 9

Support for all teachers during PPA time, focusing on Pupils's prior knowledge and next steps.	The attainment gap report , Education Endowment Foundation (2018): Implementation is as important as content.	1, 2, 4, 6, 8, 9, 12
RWI training and support from external professionals via the Ruth Miskin Programme.	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	1, 2, 3, 6, 9, 12
Training for all LSAs with continuous support in class by the senior leadership and SEND team. This will focus on topics such as learning strategies, behaviour and scaffolding.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12,
Music lessons available to all our PP Pupils so that they can a learn a musical instrument.	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference. The EEF guide to the pupil premium , Education Endowment Foundation, 2018 - Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	5, 7, 12, 13
Implement Oracy strategy to support pupils becoming leaders	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£69,258**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health support for our vulnerable Pupils.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3, 5, 12, 13, 15
1:1 tuition.	The attainment gap report , Education Endowment Foundation (2018) - Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.	1, 2, 3, 4, 6, 8, 9, 12
ELSA Social, emotional and behavioural support.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3, 6, 12, 15
SEBDOS Social, emotional and behavioural support.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3, 6, 12, 15
Additional phonics and fluency for Pupils in KS2.	The attainment gap report , Education Endowment Foundation (2018) - What happens in the classroom makes the biggest difference.	2, 3, 6, 9, 12

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent advice sessions and workshops including toileting and support with reading and maths at home.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	1, 2, 4, 8, 9, 11, 12, 13, 15
Trip / club subsidisation.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	7, 12, 13, 14
Resources to be available for all Pupils such as story sacks, reading books, uniform and stationery.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	1, 2, 4, 8, 9, 10, 14
After school club materials and staffing. This includes sports clubs as well as cooking, art and other clubs available.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3, 7, 12, 14
Attendance monitoring will include meetings and phone calls to parents whose Pupils's attendance needs to improve.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and	11, 12

	emotional support.	
Laptop loans.	The EEF guide to the pupil premium , Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	14
Home visits for Pupils from Years 1-6 to help build relationships between school and home.	Working with Parents to support Pupils's learning Education Endowment Foundation, 2021: Parents' interest and involvement in their Pupils's learning is consistently associated with positive outcomes for Pupils of all age groups.	11, 12
Working with parents to support their children's learning	Working with Parents to support Pupils's learning Education Endowment Foundation, 2021: Parents' interest and involvement in their Pupils's learning is consistently associated with positive outcomes for Pupils of all age groups.	11, 12
Swimming lessons.	The attainment gap report , Education Endowment Foundation (2018) - Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.	7, 13
Mental health sessions/ ELSA and Nurture based social skills,	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Report on social emotional development.	3, 5, 12,15

Total budgeted cost: £226,557

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider